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-Commonwealth of Kentucky-

# SCHOOL REPORT CARD for the 2006-2007 school year



## Crestwood Elementary School

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**School Enrollment: 540**

### Our School Council

Angela Hicks  
Donna VanNostrand  
Lori Brown  
Lori Wright  
Monica Price  
Ernestine Booth  
Mary Ann Combs

Kentucky Department of Education  
Office of Assessment and Accountability  
1819 Capital Plaza Tower  
500 Mero Street  
Frankfort, KY 40601

CBP000006

TO THE PARENTS OF:



## Other Important Information About Our School

**State Contest Results:** Crestwood Elementary has received the following academic recognitions: Southern Association of Colleges and Schools Accreditation (SACS); Blue Ribbon School; School of Excellence; Adequate Yearly Progress (AYP) each of the last 2 years.

**Extracurricular Activities:** Crestwood Elementary offers the following extra curricular activities: Volleyball; Governor's Cup/Quick Recall Team; Yearbook; Student Council; Art Enrichment; Chorus; Girl Scouts; Boy Scouts; Fall/Spring Cross Country; Newscast Team.

**Awards & Recognitions:** 2005-2006 SACS Accreditation status: no deficiencies, all standards met. Creative Publications poetry contest--over 20 entries published. District Governor's Cup--6 students receiving individual medals for written content assessments. National Council of Teachers of English--5th grade students and teacher presentation on inquiry learning.

**What We are Doing to Improve:** Crestwood Elementary continues to hire and maintain an excellent staff. The SBDM Council, school committees and the Oldham County Board of Education personnel are involved in review of best practices and curriculum. State assessment results and student work are analyzed to assess student achievement and to inform instruction. The goals/objectives of the Comprehensive School Improvement Plan are reviewed on a regular basis, with adjustments being made as necessary.

**Kentucky Core Content Testing by Sub-groups:** This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	279	90.48	279	87.91
White	258	91.83	258	89.59
African American	8	NA	8	NA
Asian	2	NA	2	NA
Hispanic	4	NA	4	NA
Free/Red. Lunch	55	70.49	55	64.43
Non-Free/Red. Lunch	224	95.4	224	93.7
Limited English	3	NA	3	NA
Non-Limited English	276	90.97	276	88.27
Disability	58	69.94	58	60.39
No Disability	221	95.87	221	95.14
Male	143	87.53	143	88.59
Female	135	93.56	135	87.57
Students Excluded	0	NA	0	NA

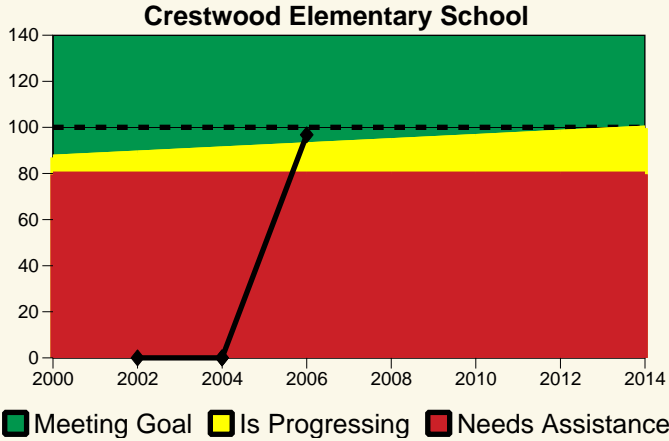
Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

**Dear Parents/Guardians:** This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning enviroment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

**About Our School:** Crestwood Elementary School has a rich heritage and tradition that dates back to 1916. This year Crestwood Elementary, along with the Crestwood community, celebrated our 90th year of educating students in Oldham County. The faculty and administration believe that our goal is to unlock the potential of all children by helping them to understand their role as responsible life long learners. We accomplish this goal with an experienced professional staff and strong parental support. We provide a comprehensive curriculum that is based on the Kentucky Core Content for Assessment, along with an instructional program that strives to meet individual children's targeted needs.

**How Our School Ensures Educational Equity:** The faculty and staff of Crestwood Elementary strive to ensure equity for all of our students. Equity for all children is an issue that is addressed and monitored on a regular basis through our Comprehensive School Improvement Plan. Students identified for special education services have individualized education plans (IEPs) developed to meet their needs. Individual learning plans (ILPs) are developed for students qualifying for services through Gifted and Talented. English Language Learners (ELL) personnel assist teachers in developing and implementing an individual plan to address areas of needs for these students. We assure equity for all students through differentiation of classroom instructional techniques, curriculum, analysis of student work, as well as our counseling and guidance program.

**Our School Growth Chart:** This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	87.0		
2002	88.8	79.6	
2004	90.6	79.6	
2006	92.4	79.6	96.8
2008	94.2	79.6	
2010	96.0	79.6	
2012	97.8	79.6	
2014	99.6	79.6	
Standard Error: 0.4			

**How to Get More Information:** Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

# How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

### Kentucky Core

#### Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PL/VS
		Elm	Elm	4th	Elm	5th	5th	4th
Novice	School	8%	11%	11%	7%	4%	14%	18%
	District	4%	7%	4%	2%	4%	7%	11%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	26%	33%	39%	49%	35%	23%	22%
	District	17%	19%	18%	28%	24%	17%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	66%	56%	50%	45%	61%	63%	60%
	District	79%	74%	78%	69%	72%	76%	75%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	90.5	87.9	84	79.9	87.2	83.1	78.8
	District	101.6	102	106.6	94.3	96.9	104	91
	State	95.6	90.5	95.9	88.1	88.5	83.6	86.8

#### NRT/Readiness Assessment:

The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50%ile.

NRT/Readiness	NRT	
	School	District
Reading	54%	77%
Mathematics	55%	78%
English	%	%
Science	%	%
Composite	%	%
Name of NRT	IOWA	

#### Other Measures:

The third component of CATS is our school’s performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate
School	96.6%	0%
District	96%	1.2%
State	94.6%	2.9%

## Our Learning Environment

**School Safety:** Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100%

#### Procedures in Place in Our School for Drug and

#### Weapons Detection:

All faculty and staff members of Crestwood Elementary are trained in crisis prevention. This training is reviewed and monitored on an on-going basis. Students receive drug prevention instruction, safety instructions and classroom guidance from our counselor and all classroom teachers. The school follows the CHAMPs philosophy to management that ensures proactive and positive approaches to classroom management. All staff members have a Safe Schools manual that contains safety procedures. These procedures are regularly reviewed at staff meetings. Drills (fire, tornado, intruder, earthquake, train derailment) are conducted on a regular basis. A school resource officer (SRO) is shared with the South Oldham Campus schools.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

#### Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5397	18:1	3.5:1	15.4%
District	\$7985	18:1	3.8:1	91.9%
State	\$9602	16:1	3.1:1	79.8%

#### How We Use Technology to Teach:

At Crestwood Elementary, it is our goal to use technology as a tool to enhance instruction and deepen student understanding of the content being presented. Each child is responsible for completing Technology Standards set by the Oldham County Board of Education. The school has two computer labs, SMART board system, laser printers, In-focus machines, computers in the classrooms, computerized assessments and programs for students to use on a daily basis.

#### Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	540	25	10	6500

## Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	0%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	5%	2%
Average Years of Teaching Experience	13.9	10.7	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	15.4%	65.4%	19.2%	0%	0%	100%